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ABSTRACT

A progress report is presented on the planning and implementation processes involved in improving the teacher education program at Bloomsburg University (Pennsylvania). Based upon a survey and analysis of faculty opinion, a review was made of all aspects of the programs in teacher education. The process of planning for change was divided into 7 stages: (1) preparatory; (2) planning; (3) transition; (4) review; (5) design; (6) implementation; and (7) futures. Each of the teacher education departments responded to a set of specific questions on: (1) goals and objectives; (2) admission, monitoring, and exit criteria; (3) programs and curriculum; (4) advisement and follow-up; (5) resources and facilities; (6) public service and in-service induction; (7) faculty development; and (8) governance. A description is given of methods of establishing priorities, evaluating and synthesizing goals, and means of establishing consensus on decisions for changes. Four exhibits provide outlines of the sequential stages taken to change and improve the programs, and the progress to date of each of these stages. (JD)

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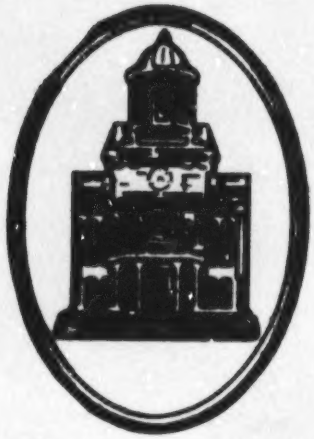

PLANNING FOR CHANGE
IN
TEACHER EDUCATION
AT
BLOOMSBURG UNIVERSITY
AN
ONGOING COMPREHENSIVE EVALUATION PROCESS

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PLANNING FOR CHANGE

Teacher education programs at Bloomsburg University have evolved over a period of time dating from 1869 when the institution was known as the Bloomsburg Literary Institute and Normal School. From 1916 through 1927, its was changed to full-time teacher education and was renamed Bloomsburg State Teacher's College. In 1960 when the College became a multipurpose institution, the school's name was changed to Bloomsburg State College. With the establishment of the State System of Higher Education in 1983, the College became Bloomsburg University of Pennsylvania.

Throughout these years, programs in teacher education have been modified to meet the changing needs in preparing teachers for the schools of the Commonwealth. In the summer of 1980, based upon a comprehensive survey and analysis of faculty opinion, a thorough, almost definitive, review of all aspects of programs in teacher education (see EXHIBIT A) was launched. Very early in the process, the decision was made to involve the faculty fully in such a review and in any recommendations which might result in change within teacher education programs. The process of planning for change was divided into seven (7) stages: prepatory; planning; transition; review; design; implementation; and futures (see EXHIBIT B). During the early phase, a survey of faculty concerns was conducted and published, and the planning model was refined. Meetings were held to inform the faculty of the direction of the project, and considerable current literature on research and trends in teacher education was distributed.

Throughout the 1981-1982 academic year, each of the seven (7) teacher education departments was asked to examine its operations and to respond to a set of specific questions in each of eight (8) categories: goals and objectives; admission, monitoring, exit criteria; programs and curriculum (including field experiences); advisement and follow-up; resources and facilities; public service and in-service (induction); faculty development; and governance (see EXHIBIT C). Those responses were reviewed, analyzed, evaluated, and synthesized by a task force representing the involved departments. Based on that work, goals for changes were established and circulated to faculty for review, discussion, and emendation (see EXHIBIT D). After the goals had been established in the eight (8) categories, working groups were convened to set priorities for the goals and to develop position papers for implementation. At the same time (late spring, 1982), a team of educators was assigned by the Pennsylvania Department of Education to examine both process and product as part of an experimental review within the program approval process required by the Commonwealth of Pennsylvania.

During the 1982-1983 academic year, the position papers were the subject of faculty hearings after which decisions were made by the Dean with the advice of a Comprehensive Teacher Education Review Committee on the implementation of the goals.

Timelines for implementation were set, and the process moved to the design and implementation stages. By the end of the academic year, a new governance plan, including a Teacher Education Council with membership from the College of Arts and Sciences and basic education, as well as a revised statement of mission, philosophy, and objectives had been developed.

Early in 1983-1984, the administrative reorganization was effected, and the statement of mission, philosophy and goals, was adopted. Shortly thereafter, the curricular changes proposed by the faculty during the review stage were synthesized and distributed to departments for review and final recommendations. By the end of the summer of 1984, it is expected that the Department of Curriculum and Foundations and the Dean will have moved into the newly constructed Human Services Center. Included in that facility will be an expanded Curriculum Materials Center with a full-time director. During the same period, the Reading Clinic will be relocated to the building which houses the Speech, Hearing, and Language Clinic.

EXHIBIT A

BLOOMSBURG STATE COLLEGE
Bloomsburg, Pennsylvania

PLANNING FOR CHANGE IN TEACHER EDUCATION AT BLOOMSBURG STATE COLLEGE

Reasons for Undertaking the Review

A. Review periodically the educational service responsibilities of a teacher education faculty and the ways to best fulfill these responsibilities and prepare for the PDE Program Approval visit.

B. Identify innovative programs and contemporary research investigations that may offer more effective ways to prepare teachers.

C. Respond to the efforts of professional organizations (PSEA and AFT) and PDE to play a larger role in setting the standards and judging the performance of persons preparing to teach.

D. Comply with state and federal legislative and judicial decisions which have affected such areas as school district long-range planning, school improvement, programs for the handicapped, and multi-cultural education.

E. Evaluate all college programs in response to President McCormick's charge.

I. Preparatory Stage

A. Objectives

1. Explore futuristic images of teacher education based on alter conditions for teaching and learning.
2. Examine political, economic, and social issues that are likely to affect teacher preparation programs in the next few decades.
3. Discuss the context, curriculum, and pedagogy for a forward-looking teacher preparation program and specify what needs to be changed for the implementation of such a program.
4. Consider the forms of relationships likely to bridge value differences between groups which have a stake in teacher education.
5. Review the models, strategies, and methodologies of planned change, with particular attention to its potential, its consequences, and its side effects.

B. Procedures

1. Collect and analyze data on the future of teacher education, curriculum change, change agents, and methods of systems analysis.
2. Appoint teacher education review consultant.
3. Review courses of study for compliance with PDE standards on PL94-142.
4. Prepare and submit School Improvement Grant.
5. Prepare and submit Deans' Grant.

II. Planning Stage

A. Objectives

1. Explore possible future directions of teacher education.
2. Examine the political, economic, and social issues likely to affect teacher education programs in the next few decades.
3. Specify what needs to be changed to implement a forward-looking teacher education program.
4. Determine how different groups, each of which has its own vested interests in teacher education, can work together for its improvement.
5. Master and apply fundamental skills for planning and directing change in a medium-size, state owned college.

B. Procedures

1. Prepare, administer, and analyze results of teacher education faculty survey.
2. Analyze most recent NCATE, PDE Program approval, and Middle States reports, Master Plan, and other documents.
3. Design preliminary systems model for change.

III. Transition State

A. Part A (Information Dissemination)

1. Objectives

a. Review and discuss those factors which have and are leading to change in teacher education.

b. Review and discuss a prototype systems model for change.

2. Procedures

a. Convene teacher education faculty and discuss Pennsylvania School Improvement program and BSC involvement.

b. Distribute to teacher education faculty a series of selected journal articles dealing with teacher education reform.

c. Convene teacher education chairpersons to discuss PDE's "Redesign of Teacher Education" and its potential impact on BSC programs.

d. Convene teacher education departments to discuss planning and change.

B. Part B (Process and Structure)

1. Objectives

a. Set up mechanisms to enable faculty groups to consider alternatives to the present teacher education program.

b. Evaluate and shape those factors which influence policies and practices within the various departments of the school.

c. Develop strategies to deal with individual and group intertia and conflict.

d. Promote an open and receptive climate for change by encouraging individuals to re-examine their priorities.

e. Obtain commitment from invested groups.

2. Procedures

a. Collect, analyze, and evaluate data on various approaches to teacher preparation.

b. Prepare reports which present the strengths and shortcomings of alternative courses and programs.

c. Continue to disseminate information and summaries of research on teacher education.

d. Identify public school personnel, teacher education students, state and regional education personnel, and internal and external consultants to participate in the review process.

e. Establish procedures to implement review stage.

f. Identify necessary resources to support the review process.

IV. Review Stage

A. Objectives

1. Conduct a thorough review of all teacher education programs.

2. Develop a support system which encourages faculty members to be innovative.

3. Prepare a set of recommendations for change related to governance, programs, and curricula.

B. Procedures

1. Implement the review process utilizing the structure proposed in the transition stage.

2. Produce a preliminary governance, program, and curriculum review report on teacher education at the departmental level.

3. Review and evaluate the preliminary departmental reports at the interdepartmental level and prepare a set of recommendations.

4. Synthesize and evaluate the recommendations of the various interdepartmental review committees and submit a set of comprehensive recommendations.

5. Convene teacher education faculty meeting to discuss the comprehensive recommendations.

6. Develop a final set of recommendations on teacher education to be utilized in the design and implementation stages.

V. Design Stage

A. Objectives

1. Propose, design, and pilot programmatic, curricular, and/or administrative change in teacher education.

2. Prepare teacher education personnel to implement designed change in teacher education.

B. Procedures

To be developed based upon responses from the various constituent groups.

VI. Implementation Stage

A. Objectives

1. Adopt and implement programmatic, curricular, and/or administrative changes in the teacher education program.

2. Provide additional preparation of personnel as needed to implement adopted changes in teacher education.

3. Conduct preliminary review and evaluation of adopted changes in teacher education.

B. Procedures

To be developed based upon responses from the various constituent groups.

VII. Future Stage

A. Objectives

1. Develop a receptiveness to continuing change and updating in teacher education.

2. Design a mechanism to insure continual study, planning, and change in teacher education.

B. Procedures

To be developed based upon responses from the various constituent groups.

EXHIBIT B

PLANNING FOR CHANGE IN TEACHER EDUCATION AT BLOOMSBURG UNIVERSITY

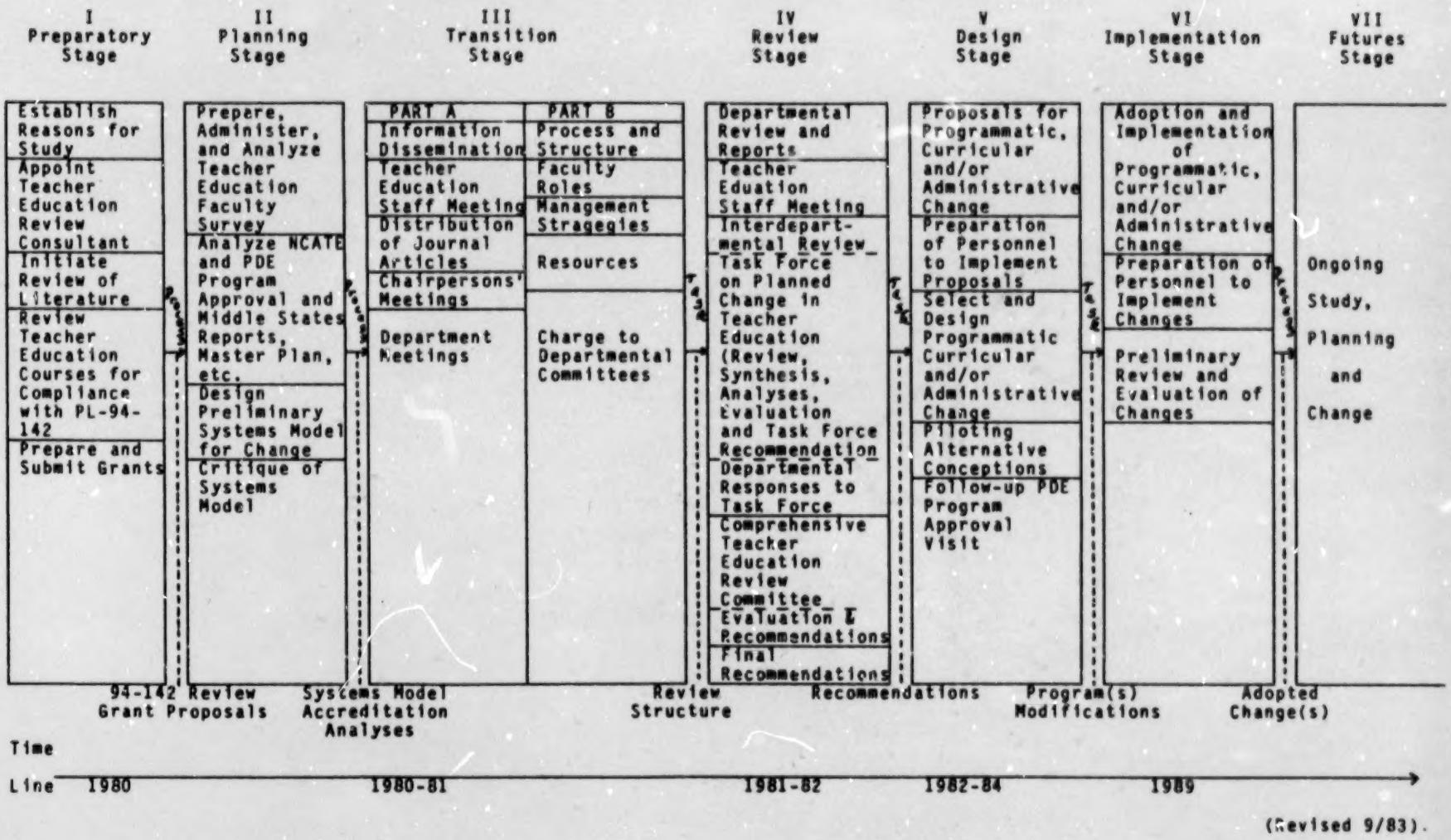

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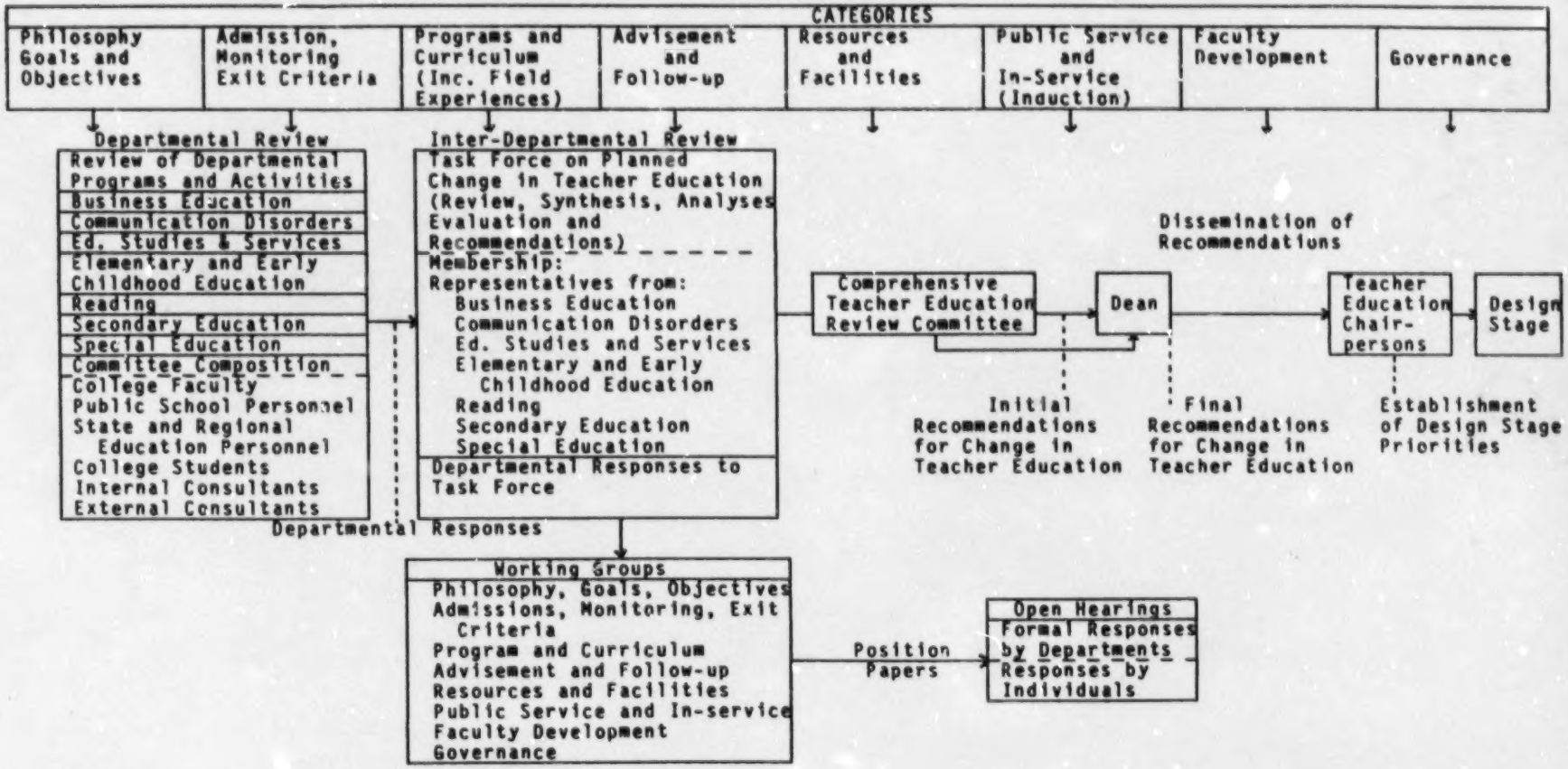
EXHIBIT B

IV. REVIEW STAGE STRUCTURE AND PROCESS



(Revised 9/83)

EXHIBIT C
Bloomsburg University
Bloomsburg, Pennsylvania

DEPARTMENTAL REVIEW CHARGE

As part of the "Planning For Change" effort each department is asked to consider the following questions using whatever vehicles of discussion and consideration which seem appropriate. A written response to each question should be forwarded to the Dean of the College of Professional Studies.

I. Goals and Objectives

A. Goals* (Graduate and Undergraduate)

1. What are the programmatic goals of the department?
2. How are they different for each program in the department?
3. How do they relate to college and school goals, including general education goals?
4. If there is a priority as to feasibility and desirability among the goals, what is it?
5. How did the department determine the set of goals? Who was involved? How and how often are goals reviewed and revised?
6. What other concerns in this area does the department have?

B. Objectives** (Graduate and Undergraduate)

1. How are the objectives for particular graduate and undergraduate courses (especially multiple sections taught by different instructors) selected?
2. What is the departmental review process for course objectives and how often are objectives reviewed? Who is involved?
3. What interdepartmental review of course objectives takes place?
4. What other concerns in this area does the department have?

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* Goal - deals with questions generated at a global level and with the identification of anticipated ends; appears in catalogues and program descriptions.

** Objective - deals with tactical behaviors and intermediary end results which facilitate attainment of goals; is written in behavioral or competency form; appears in course syllabi. (This section deals with procedural matters related to objectives. Substantive considerations are dealt with in part II.)

II. Programs and Curriculum

A. Objectives (Graduate and Undergraduate)

1. What are the objectives (role competencies) for each course in the department? What provisions are made to deal with all levels of the cognitive, affective, and psychomotor domains.
2. What are the relationships among programmatic goals and course objectives?
3. Which objectives within departmental courses are or should be common to all teacher education programs? Which competencies are duplicated across various courses? Why?
4. How do course objectives relate to Basic Education curricula (such as the Twelve Goals of Quality Education), instructional practices, services, and school district and public expectations of teachers?
5. How well do the general education requirements provide a foundation of liberal learning?
6. How well do the appropriate liberal arts courses support teaching specialties in areas of concentration?
7. What other concerns in this area does the department have?

B. Content (Graduate and Undergraduate)

1. What is the content for each course in the department?
2. What is the relationship between content and objectives?
3. What content is duplicated across various course? Why?
4. What evidence does the department have that students obtain sufficient content mastery in the subject matter areas which they will teach?
5. How is the content for particular courses (especially multiple sections taught by different instructors) selected?
6. What is the departmental review process for course content and how often is content reviewed? Who is involved?
7. Where is the content listed below included in the department's programs?
   a. Theory and research concerning the development, behavior, and learning of children.
   b. Preparation, selection, and use of media.
   c. Use of appropriate methods.
   d. Preparation, selection, and use of evaluation procedures.
   e. Educational decision-making.
   f. Assessment and improvement of reading skills.
   g. Multicultural education.

h. Mandates of PL94-142 requiring the education of students with handicaps in the least restrictive environment?

8. What other concerns in this area does the department have?

C. Instructional Strategies (Graduate and Undergraduate)

1. What are the instructional strategies for each course in the department?
2. How are faculty assigned to teach various courses? What is the basis for selection?
3. How is the sequence of courses in each program organized and articulated?
4. What provisions are made for early and continuing field and clinical experiences (including student teaching), which allow students to demonstrate mastery of course objectives? What systematic methods are used to record and describe student performance?
5. What other concerns in this area does the department have?

D. Evaluation

1. What are the evaluation techniques for each course in the department?
2. What are the relationships among the evaluation techniques and instruments and course objectives at all levels of the cognitive, affective, and psychomotor domains?
3. When multiple sections of the same course are taught by different instructors, what value would there be to standardizing evaluation techniques and instruments?
4. How is the present grading system appropriate or inappropriate to reporting the mastery of course competencies?
5. What other concerns in this area does the department have?

III. Advisement and Follow-up

A. Advisement (Graduate and Undergraduate)

1. How do you select advisors? How do you assign advisees?
2. On the average, how many undergraduate and/or graduate students should an advisor have?
3. What should be the role of the advisor--academic advisement, personal and social counceling, job placement, monitoring academic progress, other?
4. How often should an advisee see an advisor? Should there be mandatory advisement sessions?

5. What published departmental policies deal with advisement practices and procedures? Is there some other advisement plan and method of information dissemination? Who is in charge?
6. What materials (forms, guidelines, etc.) are available for both advisees and advisors?
7. What and how are records maintained on advisees? Who maintains the files?
8. How are paraprofessionals or peers (other students) used in advising?
9. How is the summer scheduling and advisement program handled by the Department?
10. What problems unique to your program(s) exist?
11. How does the department monitor and evaluate its whole advisement process?
12. What other concerns in this area do you have?

B. Follow-up (Graduate and Undergraduate)

1. What kind of follow-up data do you collect? Is it related to college, school and programmatic goals? To course objectives? Does it cut across departments?
2. Whom do you contact (graduate, immediate supervisor, others)? What procedures, instruments, or other methods do you employ?
3. How often (annually, biennially) and at what stage of professional development (first, second, third, fifth year) do you collect data? At what time of the year do you engage in this process? Who is responsible for supervising this process?
4. What kind of longitudinal data have you amassed?
5. How is the data used? Has it been employed in effecting change? If so, how? If not, why? Has it been disseminated to other departments--for information only or for action and interaction?
6. Should there be some uniformity in terms of follow-up procedures, instruments, and so on across the school? What should be uniform?
7. What other concerns in this area do you have?

IV. Admission, Retention, and Exit Criteria

A. Admission (Graduate and Undergraduate)

1. What are the department's admission standards (academic, professional, and personal) and procedures? Where are they published? If there is more than one (1) program, are there differences? What evidence shows that admission requirements are being met?
2. Who is involved in setting admission standards?
3. How do the standards correlate with success on the job? What evidence do you have?

4. Should there be uniform standards and/or procedures in all teacher education programs? Should there be common elements even if all of the components are not the same? What should be common and why? Which requirements encourage acceptance of a variety of students (e.g., both sexes, minorities, handicapped)?
5. Should there be alternate standards for experimental programs? How should they differ from the general standards?
6. Should more formal selection criteria be included--pre-admission interview, written recommendations, professional examination such as Minnesota Inventory, psychological examination, and proficiency tests in speaking and writing? What should be included?
7. How and how often are admission standards and procedures reviewed and revised?
8. What have been the enrollment trends in your programs in terms of admission? What are your goals for future enrollment? How do you plan to achieve those goals? Are they compatible with local, regional, and state needs?
9. What is or should be the department's role in relation to the Office of Admissions?
10. What other concerns in this area does the department have?

B. Retention (Graduate and Undergraduate)

1. What are the department's retention standards at this time? Do they include personal, professional, and academic factors?
2. How is student progress monitored? What are the specific checkpoints in the monitoring process? How is it reported to the student?
3. What has been the department's rate of retention over the last five years?
4. What are the reasons students leave the department's programs?
5. How often and at what stage do students self-select out of the department's programs as opposed to faculty decisions that students do not meet criteria for retention?
6. What is the role of the advisor in this process?
7. How and how often are retention standards reviewed and revised?
8. What other concerns in this area does the department have?

C. Exit Criteria

1. What are the department's exit criteria (academic, professional, and personal) and procedures? How are these criteria related to programmatic goals? Where

are they published? If there is more than one (1) program, are there differences?

2. Who is involved in setting exit criteria?
3. How do the criteria correlate with success on the job? What evidence do you have?
4. What criteria should be common to teacher education programs?
5. Should there be alternate criteria for experimental programs? How should they differ?
6. Should there be formal exit procedures--interview, professional examination such as the NTE, psychological examination, and proficiency tests in speaking and writing? What should be included?
7. What other concerns in this area does the department have?

V. Resources and Facilities

A. Resources

1. To what extent are present resource allocations listed below adequate to support your programs?
   a. Personnel - (100 budget category).
   b. Materials, supplies, travel, conference expenses, etc. (300 budget category).
   c. Equipment (400 budget category).
2. How should resources in the 100, 300 and 400 budget categories be allocated among the departments?
3. What are the procedures for the allocation of resources within the department?
4. What policies exist for sharing resources within your department? How does the department share its resources with other departments in the school? In the college?
5. To what extent are faculty in the department seeking grant funds?
6. To what extent are Andruss Library holdings and equipment adequate for your department? Do they quantitatively and qualitatively support department programs?
7. To what extent are Learning Resources Center holdings and equipment adequate for your department? Do they quantitatively and qualitatively support department programs?
8. To what extent are Curriculum Materials Center holdings and equipment adequate for your department? Do they quantitatively and qualitatively support department programs?
9. To what extent are the services of the Computer Center adequate for your department?
10. How is the department involved with the selection of resource materials and services in Andruss Library, the Learning Resources Center, the Curriculum Materials Center and the Computer Center?

11. How does the department verify its utilization of resources and services from the Andruss Library, the Learning Resources Center, the Curriculum Materials Center, and the Computer Center?
12. What other concerns in this area does the department have?

B. Facilities

1. To what extent are classroom, seminar, and laboratory facilities used by the department adequate for the purposes of instruction?
2. To what extent are the technological facilities used by the department adequate?
3. To what extent are faculty offices (size and location) adequate in the department?
4. How are the department's specialized facilities shared with other departments? What policies and procedures exist relative to such sharing?
5. What other concerns in this area does the department have?

VI. Faculty Development

A. What is the departmental plan for professional development of faculty, including experiences in situ designed to keep the faculty informed of the perspectives of Basic Education? Specifically, what in-service components are there?
B. What types of professional conventions, conferences, and meetings do department members attend? How often?
C. How many faculty in the department have terminal degrees? Of those who do not, how many are enrolled in and actively pursuing degree programs?
D. What kind of post-doctoral programs (including institutes, short-term courses, etc.) do faculty attend?
E. In what professional research activities do department members engage? Have the results of such research been published? How many department members have applied for BSC's "Assigned Time for Research" program and received approval?
F. How many department members have applied for BSC's "Assigned Time for Creative Teaching Projects" and received approval?
G. How many department members are officers or serve on major committees of local regional, state, national professional associations? What is the nature of the position(s) held?
H. How many department members hold teaching, supervisory, and/or administrative credentials? How many faculty members are teaching in fields in which they are certified?

I. How does the department implement the professional development and evaluation program in Article XII of the Collective Bargaining Agreement? How effective is the program?
J. What other concerns in this area does the department have?

VII. Governance

A. How are faculty members and students involved in the department's decision-making process? In what matters are faculty and students involved? How is the department organized to deal with various issues?
B. How can the organizational climate of the department be described? What kind of communication climate exists?
C. How can the organizational climate of the school be described? What kind of communication climate exists?
D. To what extent does the organizational structure of the school meet the needs of departments within the school?
E. To what extent do faculty participate in college-wide committees and organizations?
F. What policies and procedures exist for the evaluation of administrative performance both at the departmental and school levels?
G. What other concerns in this area does the department have?

VIII. Public Service and Inservice (Induction)

A. Public Service

1. What is the scope and actual nature of public service activity (other than formal instruction) in the department--technology transfer, technical assistance, informal group process, problem-solving research, information services?
2. How is the activity coordinated among department members or is it left to individual initiative? How are requests for services from within and without the college handled?
3. How is the department's current public service effort monitored and evaluated?
4. How can public service activity be incorporated into and accounted for in a faculty member's load?
5. Is there some way to identify public needs which the department can meet and to establish a public service function within the department? What should be included in such a function?
6. What are the advantages and disadvantages of creating a coordinated public service effort if none exists? How can the disadvantages be overcome?
7. What other concerns in this area does the department have?

B. Inservice (Induction)

1. What is the role of the department with respect to inservice education? What long-term associations exist with schools? Are specialists provided to help districts with staff problems?
2. How are the inservice activities coordinated, monitored, and evaluated?
3. From the department's viewpoint, is there a link between pre-and inservice education? What is the nature of the linkage?
4. What should be the role of the department with respect to an induction* period as proposed by the Department of Education?
5. What other concerns in this area does the department have?

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* A required, planned, and supervised period for all first-year professional educators; would likely be a year in duration; and would be the responsibility of the employing school district, with I.U. and college assistance.

EXHIBIT D

Bloomsburg University
Bloomsburg, Pennsylvania

GOALS
PLANNING FOR CHANGE IN TEACHER EDUCATION

The following reports the goals as established through a survey of teacher education faculty as well as by the Working Group who wrote Position Papers as part of the "Planning For Change In Teacher Education" process. These goals were adopted after opening hearings for review held during the 1982-83 academic year. Also, noted in the right hand column is progress to date on achieving the goals. The letters "P/O" indicates in process or ongoing and the letter "I" indicates the goal has been implemented.

PHILOSOPHY, GOALS, AND OBJECTIVES	Progress To Date P/O	I
1. Develop a philosophy for teacher education.		x
2. Revise the aims and goals for teacher education.		x
3. Develop generic objectives or competencies for all teacher education programs.		x
4. Develop role competencies and/or programmatic objectives for all teacher programs.		x

GOVERNANCE

		Progress To Date	
		P/O	I
1.	Recommend a plan for developing and/or codifying policies (a policy manual) relating to all aspects of teacher education to govern the faculty and students in the operation of programs and functions of teacher education.	x	
2.	Recommend a procedure for developing and implementing a plan to reorganize the departmental structure of the School to more effectively utilize personnel, resources and facilities.		x
3.	Make recommendations to develop and implement a plan to reorganize the committee structure of the school; e.g. curriculum, professional development, etc.		x
4.	Formulate recommendations for developing and implementing a plan for evaluating auxillary services utilized by teacher education programs as they relate to those programs, e.g., Andruss Library, Learning Resources Center, etc.	x	
5.	Consider ways to involve students more systematically in the decision-making process in teacher education programs.		x
6.	Consider ways to centralize and coordinate all field placements of teacher education and other college students in public schools and other educational institutions.	x	
7.	Clarify the role and responsibilities of adjunct faculty in teacher education.	x	
8.	Establish policies for evaluation of management.	x	
9.	Improve communications between departments regarding use of facilities and resources, including books and films, as well as outside sites.	x	
10.	Provide feedback regarding decisions about tenure, sabbaticals, and promotion.		x
11.	Involve the faculty during the planning and implementation of significant organizational changes.		x

PROGRAMS AND CURRICULUM	Progress To Date P/O	Progress To Date I
1. Evaluate all courses in teacher education and liberal arts and the programmatic goals in all course syllabi for program relevancy, to fill gaps and to eliminate unnecessary dunlication.	x	
2. Develop and implement new courses or instructional systems to fill programmatic needs in content and/or skill development including but not limited to computer literacy, multicultural education and Public Law 94-142.	x	
3. Consider the development and implementation of new programs to meet emerging needs in education and allied fields.	x	
4. Establish and implement a system for evaluating the quality and effectiveness of teacher education programs and courses on a continuing basis.	x	
5. Evaluate the effectiveness of the grading system for teacher education courses and student teaching and propose alternatives if appropriate.	x	
6. Require earlier and continuous field experiences for all teacher education students with closer supervision by college faculty.	x	
7. Develop and implement new instructional delivery systems that utilize new technology and non-traditional time patterns and settings.	x	
8. Develop generic courses or instructional systems related to teaching skills for all teacher education programs taught by a cross-section of the faculty.	x	

ADMISSIONS, MONITORING, EXIT CRITERIA	Progress To Date	
	P/O	I
Admissions:		
1. Review and modify, where necessary, all standards for admission to undergraduate and graduate teacher education programs.	x	
2. Assess the communication and quantitative abilities of students for the purpose of prescribing remediation where necessary.	x	
3. Develop a plan to directly involve faculty in the process of aggressively recruiting students in teacher education to meet enrollment goals.	x	
4. Establish enrollment goals for all programs, departments and courses in teacher education.		x
5. Institute, on a pilot-study basis, procedures for assessing personality variables that have been or are demonstrated by research to be significant determinates of teaching success.	x	
Monitoring:		
1. Review and modify all standards for retention in teacher education programs following admission, including criteria other than grades.	x	
2. Develop procedures to measure the affective components of preparing teachers for the purpose of designing program components.	x	
Exit Criteria:		
1. Require teacher education candidates to demonstrate skills in research, writing, and oral presentations prior to exiting from programs.	x	
2. Develop or select evaluative procedures and materials to be used at the completion of the student's program in teacher education.	x	

ADVISEMENT AND FOLLOW-UP	Progress To Date P/O	I
Advisement		
1. Develop and recommend policies to govern advisement in teacher education.	x	
2. Develop and recommend the nature of an information retrieval system that provides advisors with all pertinent data on advisees.	x	
3. Develop and recommend an advisement system that will sequence and control more carefully student enrollment for each semester and summer sessions.	x	
4. Devise an innovative plan for training advisors of teacher education candidates as a means to estabish greater equity and quality in the academic and social advisement process.	x	
5. Establish procedures for advisement of student teachers and off-campus graduate students.	x	
Follow-up		
1. Use follow-up data to modify and/or establish teacher education programs.		x
2. Administer a school-wide follow-up instrument annually to graduates and their employers.	x	
3. Establish a data base containing information relative to the employment of graduates.	x	
4. Organize teacher education alumni as a resource for teacher education programs.	x	

FACULTY DEVELOPMENT

	Progress To Date	
	P/O	I
1. Develop and implement an on-campus, in-service education program for all teacher education faculty to be planned by a school faculty professional development committee.	x	
2. Each member of the teacher education faculty shall develop his/her personal plan for professional development.	x	
3. Develop and implement a plan to provide continuing *in situ* involvement of all teacher education faculty coordinated to best meet the needs of all those involved.	x	
4. Use work-load equivalencies for professional development activities, including curriculum or instructional development, research, and publication activity.		x
5. Develop and implement an orientation program for new faculty members in teacher education.	x	
6. Provide mechanisms for informal contacts among faculty and between faculty and students.	x	

RESOURCES AND FACILITIES	Progress To Date P/O	I
Resources:		
1. Establish and implement a plan based on the goals of teacher education to best utilize existing personnel and to identify and recruit needed personnel including faculty, staff, and graduate assistants.		
2. Acquire and use microcomputers in teacher education programs for faculty and student use.		x
3. Develop a policy and procedure for decision-makng relative to offering or canceling classes, when necessary.		x
4. Develop a plan for more aggressively seeking grant funds.	x	
5. Increase and enhance the collections of publications and materials relating to teacher education in the Curriculum Materials Center, the Learning Resources Center, and Andruss Library.		x
6. Establish a system for the acquisition, maintenance, and utilization of adequate instructional equipment and materials and for making such items available to all members of the teacher education faculty.	x	
7. Acquire equipment comparable to that used in public schools and industry for business education.	x	
Facilities:		
1. Provide faculty offices, departmental and clinic facilities for Special Education, Communication Disorders, and Reading in Navy Hall through the renovation of the building.	x	
2. Develop a plan for the regular assignment of classes and other teacher education activities to the most appropriate facilities.	x	
3. Provide designated space in Sutliff Hall for specialized equipment utilized in Business Education, including center(s) for typing, shorthand, and other word processing operations.	x	
4. Provide faculty offices and departmental facilities for Elementary Education, Secondary Education, Educational Studies and Services, and the Curriculum Materials Center in the new Human Services Center.	x	

PUBLIC SERVICE AND IN-SERVICE	Progress To Date P/O	Progress To Date I
Public Service:		
1. Provide workload equivalencies for faculty assigned to public service.	x	
2. Survey and evaluate the demand for the various clinic services and develop adequate financial basis for supporting clinics.	x	
3. Coordinate public service requests by school districts and other educational institutions.		x
4. Identify public service needs.	x	
In-Service:		
1. Develop and implement alternative delivery systems and strategies including the awarding of college credit and reimbursement for costs for the delivery of in-service programs.	x	
2. Establish formal and organized linkage between the College and other institutions (including business and industry) requesting in-service programs or consultative assistance.	x	
3. Define the role of college faculty in a teacher induction period as proposed in the pending certification requirements.	x	